***PIR***

**Monday/September 26, 20011**

**Meadow Hill Middle School**

**Guiding Question:**

***How will we support professional learning that provides teachers flexibility to build professional goals related to their areas of interest and needs, and in alignment with MCPS’s 21st century***

**Long term target:**

We will use a rubric to measure our professional growth for the Instructional PLC goals.

**Short term targets:**

* I can establish group norms for the Instructional PLC collaborative team
* I can review the background research provided before selecting participation in my collaborative teams for study of best-practice instruction delivery.
* I can create an implementation rubric to provide measurement for MCPS Teacher Standards.
* I can collaborate as a team to create SMART goals for professional growth in my selected instructional focus: Integrating Technology, Standardize & Formative Assessment, Using protocols for active student engagement.

Materials: Staff Norms, Note cards for 3-2-1, Exemplar Rubrics: Reeves & Hendrix; Blank Implementation Rubrics Worksheet, 7 Critical Staff Behaviors for Common Area Management; PLC cartoon; Shirtless Guy Video; Chalk Talk Banners;

**AGENDA**

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| **8:00-8:10** | Connect & Cackle (Sign-In on the *Class Attendance Roster)* |
| **8:10-8:30** | Review Agenda, & Introduction for the day   1. PLC cartoon 2. Umbrella & buckets Vision 3. Derek Sivers: How to Start a Movement |
| **8:30:9:00** | Divide into Instructional PLC Collaborative Teams:   1. Cindy Arnott: ***Standard Based grading & Formative Assessment*** – Jenny, Tim, Charlie, Vicki, Eric, Randy, Cathy, KaCee 2. Rita Andersen: ***Integrating Technology to Increase Student Engagement*** (Gold Group) – Mary Pat, Wendy, Bob, Llisa, Kris, Lisa W. 3. Brenda Gillhouse: ***Integrating Technology to Increase Student Engagement*** (Blue Group) – Mary, Laurie, Ann, Tamara, Jan, 4. Molly Beck*:* ***Using best practice protocols to Increase Student Engagement*** (active pedagogy) Mary Anne , Kacie L., Cheryl, Karin, Kim B., Judy   Unknown Participants**:** Kasey D., Kim O., Addie, Brenda S.,   1. Para Educators: Shelby, Dan, Bina, Patti, Jodi, and Brian. This group will view Molly Blakely videos and discuss best practices.   **Review Staff Norms**: Review norms – whip around using questions below.   1. Which norm is most important to you? 2. Which norm is most difficult for you? 3. How would a member of this team assist you if you are struggling with a group norm? |
| **8:30-9:00** | **3-2-1 Protocol**  Independently on a note card:   * List three ideas you remember from our discussion last year concerning how to increase student engagement. * List two instructional practices from your understanding of how the Instructional PLC focus will improve student engagement in classrooms. * List one instructional practice you would like to master as a result of studying with this collaboration team.   Whip around and share your thoughts. |
| **9:00-12:00**  Take breaks as needed ☺ | Writer’s Workshop   1. Model Products (15 minutes):    1. Team leaders clarify vocabulary – quantitative and qualitative descriptors.    2. Read Aloud two exemplars: Douglas Reeve’s “Example Rubric for Effective Implementation of Data Teams,” & Lisa Hendrix’s “Example Rubric for Effective Implementation of Administration Instructional Rounds.”    3. Team Leaders outline the Writing Process and the expectations for the final product. 2. Brainstorm (30 minutes) independent or with a partner    1. Using the handout “Creating an Implementation Rubric,” write in the first box your “One instructional practice you would like to master as a result of studying with this collaboration team.” From the 3-2-1 protocol completed earlier.    2. If you have a similar instructional practice as others on your team, please work with a partner. If your idea is unique, you may complete the handout independently.    3. Complete boxes 2-5 following the directions on the handout. You may use the same descriptor names as Reeves (Exemplary, Proficient, Progressing, Not Meeting Standards) or as Lisa (Expert, mastery, nearing mastery, novice) or create your own which sound appropriate for your rubric. 3. First Draft (30 minutes): Working with a partner or in groups of three, use your brainstorming notes to write descriptors (qualitative or quantitative or both) for your rubric. Begin the continuum on the high end first and work through to the low end. 4. Whole-Group Edit & Revise (30 minutes): Combine the work of small groups into ONE rubric for your Instructional PLC team. 5. Final Draft & Presentation: Select a volunteer to type your work on a Word docx. Make copies for each team member and one for Lisa. Be prepared to share your work during the Fall Goals Conference after lunch and to post your document on the MCPS Wiki online. |
| **12:00-1:00** | Whole Staff Luncheon |
| **1:00-3:00**   * Four Rotations * 30 minutes each * Cindy’s group begins here. | ***Rotation 1***: (Library) Each group to meet with Lisa to go over your rubric and to discuss an action plan. This will be considered the Fall Goals Conference for teachers in a formative evaluation year. (Summative evaluation year teachers will need to meet individually to discuss plans for formal observations before November 11.)  Agenda Items:   1. Present Rubrics 2. Discuss Individual Growth Goals (Where are you now, and where do you want to be by the end of the year.) 3. Ideas and suggestions for an action plan 4. Resources needed to complete Action Plans. 5. Action Plans to be written during Early Out October 6th. |
| * Rita’s group begins here | ***Rotation 2***: Wiki presentation by KaCee Ballou (room 111, 6th grade lab)   1. How to find the MCPS wiki 2. How to log on 3. How to navigate around the Meadow Hill Page 4. When to use the Wiki & when to NOT use the wiki 5. How & where to upload your rubric created this morning. |
| * Brenda’s group begins here. | ***Rotation 3***: MBI Presentation by Chris Stevens (teachers’ lounge)   1. Handout and Discuss “7 Critical Staff Behaviors for Common Area Management” 2. Where should we have teachers monitoring hallways during each transition? 3. How do we monitor hallway behavior and classroom behavior simultaneously during transition times? 4. Grade ourselves on how well we are transitioning from one period to the next:    1. A = all students are transitioning in three minutes and teachers are using instructional time from bell to bell.    2. B = most students are transitioning in three minutes and most teachers are using instructional time from bell to bell.    3. C = most students are transitioning in three minutes and some teachers begin instruction without consequences or rewards for students meeting expectations for transitions.    4. D = few students are transitioning in three minutes and few teachers use instructional time from bell to bell.    5. F = very few students are transitioning in three minutes and very few teachers are using instructional time from bell to bell. |
| * Molly’s group begins here. | ***Rotation 4***: PACE **Chalk talk Protocol**. (Whole-Group facilitated) (MPR)  Using a different color of marker from other groups respond to the questions posed on each banner.   1. What additional Activity Choices do you feel we should offer students in Good Standing during our PACE time? 2. How many Activity Choices do you think we should offer simultaneously & why? 3. What 2-4 week mini Enrichment Courses could be offered to multi-aged groups of students & who could facilitate these courses? (parents, staff, community partners) Please provide a short summary of the course content. 4. What methods are you suing to monitor your homeroom students’ attendance during PACE? Are you successfully monitoring students who are In or Out of Good Standing? What method do you think we could employ to make our system better? |